

North Myrtle Beach Intermediate

700 Sandridge Road
Little River, SC 29566

Grades	4-5 Elementary School	
Enrollment	601 Students	
Principal	Michelle Greene-Graham	843-299-2204
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	47	2	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	Good	Below Average	Yes
2005	Good	Average	Yes
2006	Good	Good	No

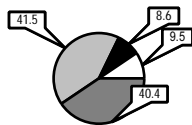
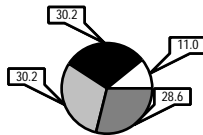
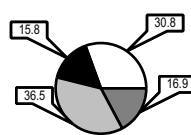
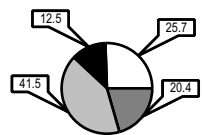
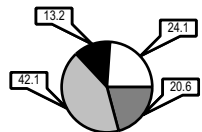
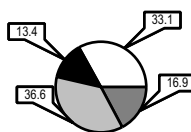
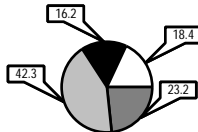
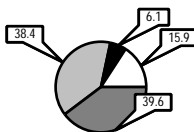
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	586	96.6	8.0	42.1	41.0	8.9	63.2	Yes	Yes
Gender									
Male	313	94.6	10.7	46.0	37.5	5.9	57.0	N/A	N/A
Female	273	98.9	5.1	38.0	44.7	12.2	69.8	N/A	N/A
Racial/Ethnic Group									
White	379	97.1	4.7	36.1	47.2	12.0	72.4	Yes	Yes
African American	170	95.9	13.9	55.1	28.5	2.5	44.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	20.0	55.0	20.0	5.0	40.0	I/S	I/S
American Indian/Alaskan	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	500	99.6	7.5	37.8	44.8	9.9	67.4	N/A	N/A
Disabled	86	79.1	11.5	75.4	11.5	1.6	31.1	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	586	96.6	8.0	42.1	41.0	8.9	63.2	N/A	N/A
English Proficiency									
Limited English Proficient	20	95.0	28.6	57.1	14.3	0.0	28.6	I/S	I/S
Non-Limited English Proficient	566	96.6	7.4	41.7	41.7	9.2	64.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	316	94.0	12.2	53.5	30.6	3.7	47.6	Yes	Yes
Full-pay meals	270	99.6	3.5	30.1	52.0	14.5	79.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	586	96.8	9.3	30.1	29.4	31.3	73.1	Yes	Yes
Gender									
Male	313	94.9	7.7	31.5	31.1	29.7	73.3	N/A	N/A
Female	273	98.9	11.0	28.6	27.5	32.9	72.9	N/A	N/A
Racial/Ethnic Group									
White	379	97.4	5.8	22.5	31.6	40.1	81.6	Yes	Yes
African American	170	95.3	17.8	43.3	24.8	14.0	56.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	4.8	57.1	19.0	19.0	57.1	I/S	I/S
American Indian/Alaskan	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	500	100.0	6.6	27.8	30.8	34.8	77.1	N/A	N/A
Disabled	86	77.9	30.0	48.3	18.3	3.3	41.7	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	586	96.8	9.3	30.1	29.4	31.3	73.1	N/A	N/A
English Proficiency									
Limited English Proficient	20	100.0	6.7	53.3	20.0	20.0	60.0	I/S	I/S
Non-Limited English Proficient	566	96.6	9.4	29.4	29.6	31.6	73.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	316	94.3	14.0	38.6	29.0	18.4	60.7	Yes	Yes
Full-pay meals	270	99.6	4.3	21.1	29.7	44.9	86.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	586	99.7	30.7	36.6	16.9	15.8	32.7
Gender							
Male	313	99.4	31.1	33.6	18.2	17.1	35.3
Female	273	100.0	30.2	39.9	15.5	14.3	29.8
Racial/Ethnic Group							
White	379	99.7	19.4	36.9	20.3	23.4	43.7
African American	170	100.0	54.5	35.2	9.1	1.2	10.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	30.0	40.0	25.0	5.0	30.0
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	500	99.8	24.8	37.9	19.3	18.0	37.3
Disabled	86	98.8	66.2	28.6	2.6	2.6	5.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	586	99.7	30.7	36.6	16.9	15.8	32.7
English Proficiency							
Limited English Proficient	20	95.0	35.7	35.7	28.6	0.0	28.6
Non-Limited English Proficient	566	99.8	30.6	36.6	16.6	16.2	32.8
Socio-Economic Status							
Subsidized meals	316	99.4	46.7	35.9	12.5	4.9	17.4
Full-pay meals	270	100.0	12.8	37.4	21.8	28.0	49.8

Social Studies							
All Students	586	99.7	25.6	41.5	20.4	12.5	32.9
Gender							
Male	313	99.4	24.8	40.6	21.0	13.6	34.6
Female	273	100.0	26.4	42.6	19.8	11.2	31.0
Racial/Ethnic Group							
White	379	99.7	19.7	38.3	24.3	17.7	42.0
African American	170	100.0	37.6	48.5	12.7	1.2	13.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	35.0	35.0	10.0	20.0	30.0
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	500	99.8	21.4	41.5	22.9	14.1	37.0
Disabled	86	98.8	50.6	41.6	5.2	2.6	7.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	586	99.7	25.6	41.5	20.4	12.5	32.9
English Proficiency							
Limited English Proficient	20	95.0	28.6	50.0	7.1	14.3	21.4
Non-Limited English Proficient	566	99.8	25.5	41.3	20.8	12.5	33.2
Socio-Economic Status							
Subsidized meals	316	99.4	35.2	44.9	15.0	4.9	19.9
Full-pay meals	270	100.0	14.8	37.7	26.5	21.0	47.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	14.8	36.7	45.1	3.4	48.5
	5	298	100.0	14.2	41.8	38.8	5.2	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	96.9	9.2	38.8	38.5	13.5	51.9
	5	295	96.3	6.7	45.3	43.4	4.5	47.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	100.0	15.5	32.1	31.7	20.8	52.5
	5	298	100.0	13.4	39.9	21.6	25.0	46.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	97.6	8.4	27.5	29.0	35.1	64.1
	5	295	95.9	10.2	32.7	29.7	27.4	57.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	36.4	29.9	18.9	14.8	33.7
	5	298	100.0	44.8	22.4	20.9	11.9	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	99.3	28.1	32.6	20.6	18.7	39.3
	5	295	100.0	33.2	40.4	13.4	13.0	26.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	19.7	56.8	18.9	4.5	23.5
	5	298	100.0	33.2	45.1	13.4	8.2	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	99.3	18.0	40.8	25.8	15.4	41.2
	5	295	100.0	32.9	42.2	15.2	9.7	24.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 601)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.7%	No change	2.9%	2.8%
Attendance rate	96.4%	Down from 96.5%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 5.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 5.1%	0.0%	0.0%
Eligible for gifted and talented	24.5%	Down from 26.6%	13.1%	10.4%
On academic plans	32.7%	N/AV	30.2%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	11.2%	Down from 14.9%	7.7%	7.5%
Older than usual for grade	0.8%	Up from 0.7%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	25.0%	Up from 22.9%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.7%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.0%	87.3%
Teacher attendance rate	95.3%	Up from 94.7%	95.0%	94.9%
Average teacher salary	\$43,238	Up 7.5%	\$42,818	\$42,485
Prof. development days/teacher	18.4 days	Up from 16.5 days	14.1 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 22.0 to 1	18.9 to 1	18.6 to 1
Prime instructional time	90.0%	Up from 89.8%	90.1%	89.7%
Dollars spent per pupil*	\$6,786	Down 24.9%	\$6,373	\$6,557
Percent of expenditures for teacher salaries*	58.2%	Down from 66.0%	64.8%	64.0%
Percent of expenditures for instruction*	62.3%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2005-2006 was another wonderful year at North Myrtle Beach Intermediate School. Working together, our students, staff, and parents accomplished many of our performance goals. Our students have excelled academically at the school, district, and state levels.

Data from MAP scores indicate an increase in academic achievement on English Language Arts (ELA) and Math. All of our students were administered the MAP test two times a year. From Fall 2005 to Spring 2006 our students' language usage, reading, and math scores improved with a growth rate that exceeded expectations. The results that emerge are of a school that has made solid, steady gains but whose performance needs to continue.

In order to meet the academic needs of all students, we are continuously evaluating and adjusting the instructional programs at North Myrtle Beach Intermediate. All of our students must show growth; however, we must increase the number of students scoring Proficient and Advanced in Math and English Language Arts on PACT, and Proficient on Science and Social Studies. To better serve our gifted and talented (G/T) student population, we will continue with the strategy implemented this past year. Students are identified by the district as being gifted in math, ELA, both math and ELA, or metacognition, and received daily instruction for 30 to 120 minutes in G/T achievement groups.

Our school mission is to provide a student-centered learning environment that ensures students become responsible, self-disciplined, and achieve to their maximum potential in order to succeed in a dynamic world as active contributors in their community. Goals within our school mission include 1) Promoting a genuinely warm, positive community of learners through brain compatible classrooms where caring, respectful relationships and high expectations are evident. Life skills and lifelong guidelines are evident, with a reduction in detentions, in-school suspensions, and out-of-school suspensions. 2) Creating an enriched, engaging, learning environment where students are responsibly involved in meaningful, rigorous, challenging, and appropriate learning activities. Learning is fast paced, focused, and standards based. 3) Establishing collaborative planning where teachers use available student data in a whole-brain approach to design learning experiences. South Carolina standards are matched to students' needs in a diagnostic-prescriptive approach. Student work is continuously examined and guides instruction. Collaborative planning sessions will take place twice a week.

Shelton Long, Principal, 2005-06
 Tammy Miller, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	260	159
Percent satisfied with learning environment	92.1%	90.5%	92.3%
Percent satisfied with social and physical environment	91.9%	87.0%	87.9%
Percent satisfied with school-home relations	86.5%	89.9%	80.1%

*Only students at the highest elementary school grade level at this school and their parents were included.